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ABSTRACT

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this guide provides guidelines and workbook activities for the course Reading II. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Goals for the course include for the student to read more effectively and fluently, to understand and enjoy reading, and to demonstrate abilities in practical, survival reading. Following an assessment instrument (The Graded Word List: Quick Gauge of Reading Ability), objectives and activities are given for twelve "steps" which follow this outline: literal meaning of words, sentences, short articles, finding the main ideas; details; following instructions; relationships-comparisons; predicting outcomes/references; use of figurative language; conclusions; cause-effect; classification; appreciation skills; and listening skills. Additional activities for this course and Reading I (CE 024 485) are suggested. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

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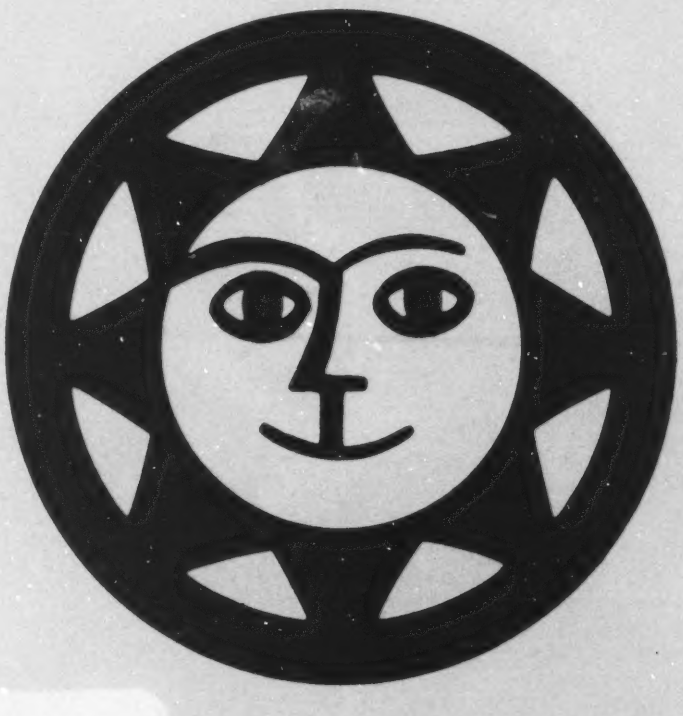
ED185276
CE 024 486

# COMMUNITY LIVING SKILLS GUIDE

## Reading II



U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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THE COLLEGE FOR LIVING
Metropolitan State College
80204

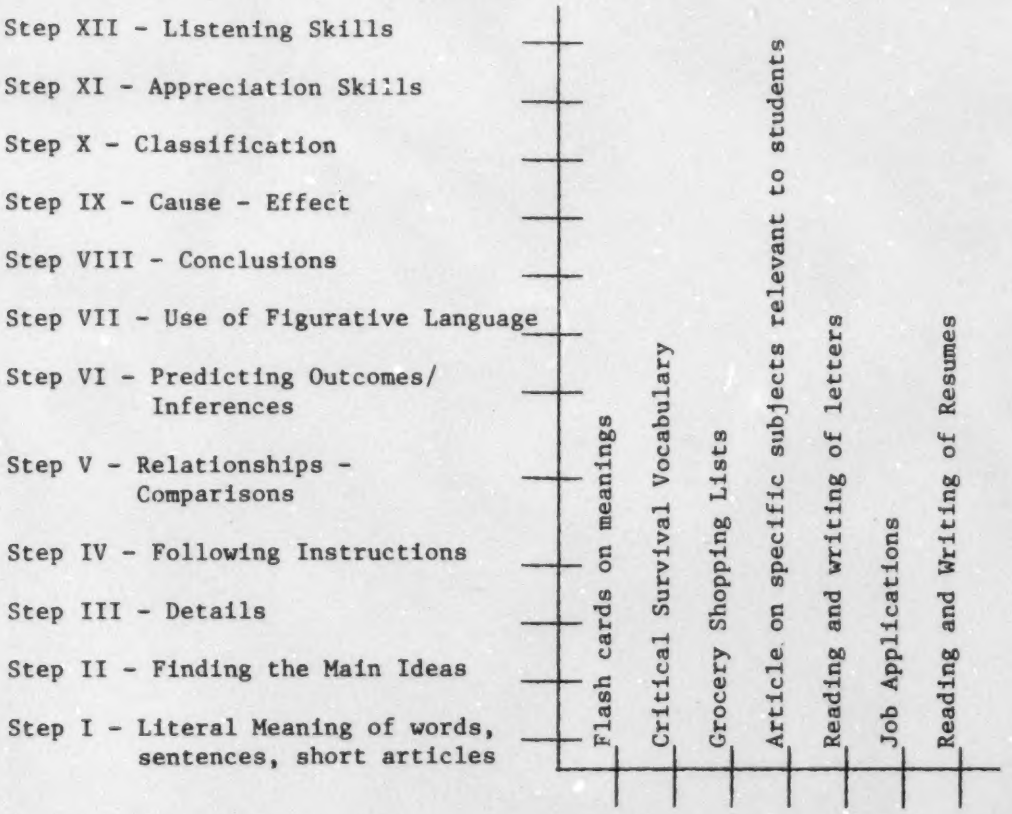
READING II

BY

ALICE ROELOFS KREPS

Grateful acknowledgement to
Dr. J. Douglas Cawley, MSC
Reading Department for his
guidance and instruction.

## Reading II - Reading for Comprehension*


Step XII - Listening Skills
Step XI - Appreciation Skills
Step X - Classification
Step IX - Cause - Effect
Step VIII - Conclusions
Step VII - Use of Figurative Language
Step VI - Predicting Outcomes/ Inferences
Step V - Relationships - Comparisons
Step IV - Following Instructions
Step III - Details
Step II - Finding the Main Ideas
Step I - Literal Meaning of words, sentences, short articles
Flash cards on meanings
Critical Survival Vocabulary
Grocery Shopping Lists
Article on specific subjects relevant to students
Reading and writing of letters
Job Applications
Reading and Writing of Resumes

Goals: To read more effectively and fluently
To understand and enjoy reading
To demonstrate abilities in practical, survival reading

Note: Have homework assignment for every class.

* Adapted for College for Living Program from The Reading Laboratory, Metropolitan State College, 1006 11th St., Box 9, Denver 80204, with input from Dr. J. Douglas Cawley.

# THE GRADED WORD LIST: QUICK GAUGE OF READING ABILITY

Margaret La Pray and Ramon Ross

The graded word list has two uses: (1) to determine a reading level; (2) to detect errors in word analysis. One can use the test information to group students for corrective practice or to select appropriate reading materials for those students.

## Administration

1. Type out each list of ten words on an index card.
2. Begin with a card that is at least two years below the student's grade level assignment.
3. Ask the student to read the words aloud to you. If he misreads any on the list, drop to easier lists until he makes no errors. This indicates the base level.
4. Write down all incorrect responses, or use diacritical marks on your copy of the test. For example, lonely might be read and recorded as lovely. Apparatus might be recorded as a per' a tus.
5. Encourage the student to read words he does not know so that you can identify the techniques he uses for word identification.
6. Have the student read from increasingly difficult lists until he misses at least three words.

| PP | Primer | 1 | 2 | 3 |
|---|---|---|---|---|
| see | you | road | our | city |
| play | come | live | please | middle |
| me | not | thank | myself | moment |
| at | with | when | town | frightened |
| run | jump | bigger | early | exclaimed |
| go | help | how | send | several |
| and | is | always | wide | lonely |
| lock | work | night | believe | drew |
| can | are | spring | quietly | since |
| here | this | today | carefully | straight |
| **4** | **5** | **6** | **7** | **8** |
| decided | scanty | bridge | amber | capacious |
| served | certainly | commercial | dominion | limitation |
| amazed | develop | abolish | sundry | pretext |
| silent | considered | trucker | capillary | intrigue |
| wrecked | discussed | apparatus | impetuous | delusion |
| improved | behaved | elementary | blight | immaculate |
| certainly | splendid | comment | wrest | ascent |
| entered | acquainted | necessity | enumerate | acrid |
| realized | escaped | gallery | daunted | binocular |
| interruption | grim | relativity | condescend | embankment |

| 9 | 10 | 11 |
|---|---|---|
| conscientious | zany | galore |
| isolation | jerkin | rotunda |
| molecule | nausea | capitalism |
| ritual | gratuitous | prevaricate |
| momentous | linear | risible |
| vulnerable | inept | exonerate |
| kinship | legality | superannuate |
| conservatism | aspen | luxuriate |
| jaunty | amnesty | piebald |
| inventive | barometer | crunch |

Analysis

1. The list in which a student misses no more than one of the ten words is the level at which he can read independently. Two errors indicate his instructional level. Three or more errors identify the level at which reading material will be too difficult for him.

2. An analysis of a student's errors is useful. Among those which occur with greatest frequency are the following:

| Error | Example |
|---|---|
| reversal | ton for not |
| consonant | now for how |
| consonant clusters | state for straight |
| short vowel | cane for can |
| long vowel | wid for wide |
| prefix | inproved for improved |
| suffix | improve for improved |
| miscellaneous | (accent, omission of syllables, etc.) |

3. As with other reading tasks, teacher observation of student behavior is essential. Such things as posture, facial expression, and voice quality may signal restlessness, lack of assurance, or frustration while reading.

STEP I - Literal Meaning of Words, Sentences, Short Articles

Objective: Student will be able to define words commonly connected with his world.
Student will begin to use a vocabulary that is efficient for his environment.

Activities:

A. Define the following words:

1. application
2. interview
3. private
4. public
5. want ad
6. education
7. employment
8. experience
9. necessary
10. position
11. permanent
12. temporary
13. reference
14. personnel

B. What do the following sentences mean?

1. Are you employed?
2. List any physical defects.
3. Give the names of three persons unrelated to you.
4. I authorize investigation of all statements contained in this application.
5. I understand that misrepresentation or omission of facts called for is cause for dismissal.
6. Fringe benefits are additional attractions to be considered when applying for a job.

7. Are you married, divorced or separated?

8. Do you have a high school education?

9. Account for how your time was spent the past two years.

C. Short Articles: Discuss meanings.

1. To apply for a job, you must fill out a job application. You should know the meanings of all of the questions asked. If you do not know the meaning of a part of the application, you should ask someone for help.

When you apply for a job, you should be clean. You should dress neatly and appropriately.

2. It is sometimes difficult to meet new people. There are several ways to begin to meet people. You can join a club. You can go to a disco. You can go to a party at a friend's. When you finally find places where you can meet people, you then have to learn how to talk with people and how to carry on a conversation. Your work has just begun.

3. When you are applying for a job, an interview is sometimes required. In an interview you might be asked several different questions. How much education do you have? Would you be willing to work part-time? Do you have any references? What kind of experience do you have? You should have thought about all of these questions before the interview. You should answer all the questions carefully and sincerely.

D. Change the paragraphs in exercise 'C' from second person (you) to third person (he, she). How does this change each paragraph?

STEP II - Finding the Main Ideas

Objective: Student will identify main ideas in readings on his/her reading level.

Activities:

A. In the following selections find the main idea.

1. Making friends takes time. Sometimes you must give the person a chance to get to know you. Everyone needs a little time to learn about each other.

The main idea is _____.

2. I like to travel. I went to 30 different states. I visited England, France and Kenya. I want to visit Russia and Japan. I plan to go somewhere different once a year.

The main idea is _____.

3. Marlin stepped on board the inter-space vehicle. He was frightened and excited. He knew that the moment he heard the words "BLAST-OFF", he would be on his way to unexplored worlds. No one had ever gone where he was going. He took a deep breath, fastened his safety belt and listened to the words "BLAST-OFF".

The main idea is _____.

B. Look at a newspaper. Read the headlines. Find out the main news stories of the day (1. World, 2. Local, 3. Sports, 4. Entertainment).

C. Look through several magazines. Find out how each one makes the main idea understood.

STEP III - Details

Objective: Student will notice pertinent information that further identifies or clarifies main idea.

Activities:

A. Read the following selections and then answer the questions.

1. The tall, old man hobbled down the narrow stairway. The elevator was out of order and the escalator was being repaired. He went down one flight of stairs and rested for a minute on the landing. He went down another flight of stairs. He turned red and was dizzy. He had only one more flight to go. He struggled down the last few steps and sat down. He had to think of his return up the stairs when he returned from the drugstore.

   a. Where was he going?
   b. Describe the man.
   c. Why did he use the stairs?
   d. On what flight of stairs did he turn red?
   e. What did he do when he reached the bottom of the staircase?

2. It was a windy day. The sky was overcast. Alita looked at her bike and then at the sky. She was anxious about the weather. She had to bicycle five miles to reach her home. Alita got on her bike and began to pedal. The wind slowed her down. The sky became darker. Raindrops began to fall as Alita entered the park near her home. She pedaled rapidly. By the time she reached home she was soaked. She realized her worries about the weather were valid. She laughed as she dried herself off.

   a. Is Alita a man or woman?
   b. What was Alita riding?
   c. Where was Alita going?
   d. How was the weather?
   e. What happened to Alita?
   f. How did she react to the rain?

B. Look at labels on cans and boxes. Find the following details:

   1. What was in the can?
   2. Brand name?
   3. Are there directions for preparation?
   4. What are the ingredients?
   5. What are some other details that are helpful when shopping?
   6. How much does the article cost?

C. Look at some record albums. Identify details:

   1. What is the name of the album?
   2. Who are the musicians/artists?
   3. What does the cover say about the album (both visual and written)?
   4. Listen to the album. Were the details accurate in their description of the record?

STEP IV - Following Instructions

Objectives. Student will follow simple instructions involving three separate directions when given both verbally and in writing.

Activities:

A. Engjoy a game of verbal instructions. For example: Steve, go to the door, open it and say 'hi' to the first person you see.

B. Do a treasure hunt with simple directions.

C. Follow recipe directions and create something interesting.

D. Follow instructions on application form.

E. Get a model or a craft kit of your choice and follow the instructions.

STEP V - Relationships/Comparisons

Objective: Student will develop an understanding of connections or relationships between objects by listing likenesses and differences between two objects.

Activities:

A. Find the word that does not belong with other words in each line.

| | | | | |
|---|---|---|---|---|
| 1. | Los Angeles | Chicago | Iowa | Denver |
| 2. | bear | bird | lion | deer |
| 3. | janitor | teacher | waitress | woman |
| 4. | corn | watermelon | beans | broccoli |
| 5. | stove | washing machine | car | refrigerator |
| 6. | dog | woman | man | child |
| 7. | United States | Canada | Florida | France |
| 8. | desert | store | mountains | ocean |
| 9. | dreaming | thinking | wondering | running |
| 10. | fork | teapot | frying pan | bowl |

B. Look through a magazine and find advertisements that use a lot of descriptors. Then use those descriptors to compare things in your immediate environment.

C. Use a menu.

1. Identify the various "families" of food.
2. Compare and contrast types of preparation of food.
3. Compare and contrast lunch and dinner menus.

D. Look at pictures and find relationships between objects.

E. Take a walk and verbally compare and relate objects in your environment.

F. Lemon game. Have a set of lemons. Compare them. How are they alike? How are they different?

G. Compare family relationships. Compare relationships among friends.

STEP VI - Predicting Outcomes/Conclusions/Inferences

Objective: Student will be able to predict outcomes given surrounding circumstances by inferring the process of reasoning.

Activities:

A. Use GED preparation manual.

B. Give a series of events leading to an incident. Then have someone else logically infer the outcome.

C. Use unfinished passages and supply the ending.
For example:

1. It had been raining steadily for three days. The river had reached the danger point. Crews of local citizens were piling sand bags at the weakest part of the river. The weather service predicted more rain for the next 48 hours. - Finish the story.

2. All human beings have the same basic physical characteristics and the same basic needs. Systems within the human body are interrelated and function in concert when the human being is healthy. When the human being is unhealthy - finish the story.

STEP VII - Use of Figurative and Descriptive Language

Objective: Student will use figurative and descriptive language to enlarge his/her vocabulary by substituting one descriptor for another in ten different sentences.

Activities: Figurative language describes an object by comparing it to some other experience or object to create a "picture" of the object.

A. Look at a travel brochure. Use words to describe place depicted.

B. Think of a 1) pleasant/2) unpleasant experience you've had. Describe the experience.

C. Find new ways of describing feelings, senses, etc.
For example, A big man - A man as tall as a tree or A man as round as a barrel.

Use the following for a beginning:

| | |
|---|---|
| A young woman | A small dog |
| A new flower | Angry customer |
| A friendly neighbor | A nice letter |

D. Look at a magazine. Find pictures you like. Describe scenes in a figurative manner.

STEP IX - Cause - Effect

Objective: Student will identify cause-effect relationships in simple sentences, passages and verbal discussions.

Activities:

A. Identify what's happening in the following sentences. Then tell what led up to the action.

1. Melissa was eating an ice cream cone. Jim came along swinging his arms. He knocked the cone out of Melissa's hand. She yelled at him.

2. Mike drank one can of beer. Then he drank another. Then he asked for a shot of vodka. Then another. Mike's speech became slurred. He began to feel dizzy. He then had to vomit.

3. Everyone was ready to get on the river. They had pumped up the raft. They had secured all of their valuables. They put on their life-jackets and jumped in the raft. They pushed off and started down the rapids oars in hand.*

* Remember: effective preparation allows for some procedure, so the river trip did not become chaotic.

B. In the following sentences a cause will be presented; you write the effect.

1. Steve baked a cake and put candles on it.

2. The horse reared suddenly. The rider _____.

3. The stock cars were lined up. The starting gun was shot.

4. The man and the woman fell asleep at the beach on a sunny day.

5. A spark from the campfire started a fire in a nearby field.

C. In the following sentences an action will be presented; you present the causes.

1. The doctor performed an emergency appendectomy.

2. After the banquet Kevin took two Alka Seltzer.

3. The steward took the passenger's ticket.

4. He starred in the Nutcracker Suite Ballet.

5. She lost 12 pounds.

STEP X - Classification

Objective: When given 3 general categories, student will be able to list specific items in that category;
Student will be able to make a general category heading when given four specific items that would fall under a general classification. For example: dog, cat, lion, bear - animals

Activities:

A. Look in the classified section of the newspaper and circle general headings/classifications.

B. Go to the market and locate the classifications of foods, i.e. meat, produce, paper products, etc.

C. Look at an ad for a supermarket or department store. Classify the specials advertised.

D. Use a TV guide. Classify programs.

E. Under each of the following categories classify persons, places or things that are meaningful to you:

family friends enemies cities furniture food

vacation spots recreational activities

STEP XI - Appreciation Skills

Objective: Student will choose two activities, two reading selections, and three other materials that appeal to him/her.
Student will accept differences in interests by choosing two group reading projects by class voting.

Activities:

A. Make a list of things you like to read about.

B. Make a list of things you like to do.

C. Class votes on materials or activities you want to do as a group.

D. Choose your own activity, reading for one time period.

E. Choose one new area that you have never been exposed to before.

STEP XII - Listening Skills

Objective: Student will gain a communication technique for interaction socially be listening carefully to and identifying information asked for in two activities.

Activities:

A. Listen to another person tell you about themselves; then tell the class about that person.

B. Listen to a record. Write down your feelings, etc.

C. Listen to a variety of sounds. Identify those sounds.

D. Begin story. Each person in group expands and creates the story. Have someone record the story.

Additional Activities:

for Reading I and II

I. CRITICAL SURVIVAL VOCABULARY

develop flash cards with words in upper and lower case.

| | |
|---|---|
| Enter | ENTER |
| Women | WOMEN |
| Caution | CAUTION |
| Come In | COME IN |
| Up | UP |
| Stop | STOP |
| Exit | EXIT |
| Do not touch | DO NOT TOUCH |
| No smoking | NO SMOKING |
| Down | DOWN |
| Pull for fire | PULL FOR FIRE |
| Closed | CLOSED |
| Wear safety glasses | WEAR SAFETY GLASSES |
| Employee's Only | EMPLOYEE'S ONLY |
| Danger | DANGER |
| Keep out | KEEP OUT |
| Don't walk | DON'T WALK |
| Walk | WALK |
| Men | MEN |
| Open | OPEN |
| One way | ONE WAY |
| No admittance | NO ADMITTANCE |

II. Grocery List

A. Vegetables and Fruits

| | | | | | |
|---|---|---|---|---|---|
| Lettuce | _____ | Potatoes | _____ | Bananas | _____ |
| Tomatoes | _____ | Zucchini | _____ | Apples | _____ |
| Celery | _____ | Melons | _____ | Oranges | _____ |
| Carrots | _____ | Corn | _____ | Grapefruit | _____ |
| Onions | _____ | Beans | _____ | Peaches | _____ |

B. Breads and Cereals

| | | | |
|---|---|---|---|
| Bread | _____ | Crackers | _____ |
| Buns | _____ | | _____ |
| Cereal | | | _____ |
| ... Hot | _____ | | _____ |
| ... Cold | _____ | | |

C. Milk and Dairy Products

| | | | |
|---|---|---|---|
| Milk | _____ | Ice Cream | _____ |
| Cheese | _____ | Yoghurt | _____ |
| Eggs | _____ | | |

D. Meats, Poultry

| | |
|---|---|
| Hamburger | _____ |
| Steak | _____ |
| Roast | _____ |
| Chicken | _____ |
| Fish | _____ |
| Pork Chops | _____ |
| | _____ |
| | _____ |

E. Toiletries

| | | | |
|---|---|---|---|
| Toilet Paper | _____ | | |
| Napkins | _____ | | |
| Soap | _____ | | |
| Detergent for dishes | | _____ | |
| Detergent for clothes | | _____ | |

F. Incidentals

| | |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

III. Applications

STATE OF COLORADO AFFIRMATIVE ACTION INFORMATION

Federal reporting requirements and rules of the State Personnel Board provide for sex and ethnic identification* of applicants and eligible candidates on lists. Handicapped information is requested for affirmative action purposes. In all instances, information is requested on a voluntary basis and will be kept confidential as provided in Personnel Rules, Regulations and Procedures. Refusal to provide such information will not subject applicant to any adverse treatment.

Name_____ Soc. Sec. #_____
(last) (first) (initial)

Address_____ Tel. #_____
(street) (city) (state) (zip)

Date of Birth:_____ Age:_____

What is the highest school grade you completed? (circle)
1 2 3 4 5 6 7 8 / 9 10 11 12 / 13 14 15 16 / 17 18 19

_____
Major/degree if any and date

Check: Veteran: 5 point____; 10 point____; Handicapped____; Type of handicap_____

*Check the appropriate category below:

| MALE | FEMALE |
|---|---|
| _____B White (Not of Hispanic Origin) includes persons having origins in any of the original peoples of Europe, North Africa or the Middle East. | _____G White |
| _____C Black/Negro (Not of Hispanic Origin) includes all persons having origin in any of the black racial groups of Africa with the exception of those persons of Hispanic origin. | _____H Black/Negro |
| _____D Hispanic Includes all persons of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin regardless of race. | _____I Hispanic |
| _____E Asian or Pacific Islander Includes all persons having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands or the Indian Subcontinent. | _____J Asian or Pacific Islander |
| _____F American Indian or Alaskan Native Includes only those persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition. | _____K American Indian or Alaskan Native |

SAMPLE

I do not wish to provide the above information:_____
Title of (Signature)
Job applying for:_____Today's Date_____
Please write here: How and Where you found out about this examination:

_____

EX-10-N Rev. 7/77

STATE OF COLORADO

DEPARTMENT OF PERSONNEL

DENVER OFFICE
STATE SERVICES BUILDING
1525 SHERMAN STREET
DENVER, COLORADO 80203
892-2431

PUEBLO OFFICE
COLORADO STATE HOSPITAL GROUNDS
PUEBLO, COLORADO 81003
543-1170, EXT. 2215

# APPLICATION FOR

# OPEN COMPETITIVE EXAMINATION

## IMPORTANT

### READ CAREFULLY BEFORE FILLING OUT YOUR APPLICATION

This application may be used to apply only for announced examinations. Use a separate application for each job title, unless the announcement specifies that one application may be used for a series of related job titles. If you wish to apply for more than one job, and the jobs are unrelated, submit an application for each title. Reproduced copies of applications will be accepted, but they must be individually titled and signed.

Study the minimum qualifications listed in the examination announcement. If you believe that you meet these qualifications, complete this application using a typewriter or black ink. Answer all questions applicable to the job for which you are applying. Be thorough. **Your answers determine whether you will be admitted to the examination, and evaluation of your statements may count as a part of the examination.**

**Your completed application, together with any additional information specified in the examination announcement, must be received by the closing date at the location specified in the announcement. Incomplete, undated, or unsigned applications cannot be processed.**

Receipt of your application will not be acknowledged. If you are not accepted for examination, you will be notified. If accepted, you will be notified of the time and place of examination if a written, oral or performance test is required.

**Notify the Department of Personnel of any change in your name or address, or of any change in your availability.**

SAMPLE

| HAVE YOU APPLIED FOR EMPLOYMENT WITH THE STATE OF COLORADO PREVIOUSLY? IF "YES", GIVE..... | YES | NO |
|---|---|---|
| TITLE OF JOB — APPROXIMATE DATE OF APPLICATION | | |
| HAVE YOU PREVIOUSLY BEEN EMPLOYED BY THE STATE OF COLORADO? IF "YES", GIVE..... | YES | NO |
| DEPARTMENT IN WHICH EMPLOYED — APPROXIMATE DATE YOU LEFT | | |

IF YOU HAVE APPLIED OR WORKED UNDER ANOTHER NAME, GIVE THAT NAME:

**VETERANS PREFERENCE** UNDER PROVISIONS OF THE STATE CONSTITUTION, VETERANS PREFERENCE APPLIES ONLY TO OPEN COMPETITIVE EXAMINATIONS.

APPLICANTS WHO ARE NOT STATE EMPLOYEES AND WHO ARE HONORABLY DISCHARGED VETERANS WITH ACTIVE DUTY IN THE U.S. ARMED FORCES IN WAR TIME, DECLARED OR UNDECLARED, OR IN A CAMPAIGN FOR WHICH A CAMPAIGN BADGE WAS AWARDED, AND UNREMARRIED WIDOWS OF SUCH VETERANS, ARE ENTITLED TO HAVE 5 POINTS ADDED TO THEIR FINAL PASSING SCORES. SUCH VETERANS WHO ARE RECEIVING MONETARY COMPENSATION OR DISABILITY RETIREMENT BENEFITS FOR A DISABILITY INCURRED ON ACTIVE DUTY DURING SUCH PERIOD ARE ENTITLED TO AN ADDITIONAL 5 POINTS.

A CLASSIFIED STATE EMPLOYEE WHO HAS NOT RECEIVED POINTS ON AN EXAMINATION FROM WHICH HE WAS APPOINTED OR PROMOTED IS ENTITLED TO RECEIVE POINTS ON ANY OPEN-COMPETITIVE TEST HE PASSES, UNTIL HE IS APPOINTED FROM AN OPEN-COMPETITIVE ELIGIBLE LIST ON WHICH HE CLAIMED POINTS.

IF YOU ARE ELIGIBLE AND HAVE NOT ALREADY SUBMITTED PROOF, SUBMIT FORM DD214 OR OTHER PROOF OF SERVICE AND PROOF OF DISABILITY WITH THIS APPLICATION TO INSURE THAT POINTS ARE ADDED WHEN THE ELIGIBLE LIST IS ESTABLISHED. WIDOWS MUST SUBMIT PROOF OF VETERAN'S SERVICE, MARRIAGE CERTIFICATE AND DEATH CERTIFICATES OF THE VETERAN.

| IF YOU SERVED ON ACTIVE DUTY IN THE U.S. MILITARY COMPLETE THE FOLLOWING: | | | | | YES | NO |
|---|---|---|---|---|---|---|
| DATES FROM | DATES TO | BRANCH | SERIAL NUMBER | WERE YOU DISCHARGED FROM SERVICE UNDER HONORABLE CONTITIONS? | | |
| | | | | DO YOU CLAIM 5-POINT PREFERENCE? | | |
| | | | | DO YOU CLAIM 10-POINT PREFERENCE? | | |
| | | | | CAMPAIGN BADGES HELD: | | |

AVAILABILITY INFORMATION – SEE THE ANNOUNCEMENT FOR THE LOCATIONS OF THE JOB YOU ARE APPLYING FOR AND PLACE AN X IN FRONT OF THOSE LOCATIONS WHERE YOU WILL ACCEPT EMPLOYMENT. **YOU ARE CONSIDERED FOR JOBS ONLY IN THE LOCALITIES YOU SELECT.** BEAR IN MIND THAT YOU MAY BE EXPECTED TO LIVE WITHIN A REASONABLE COMMUTING DISTANCE OF YOUR CHOICE OF LOCATION. **DO NOT SAY YOU WILL ACCEPT A JOB IN A CERTAIN AREA UNLESS YOU ARE ACTUALLY WILLING TO GO THERE TO WORK.** YOU WILL BE REMOVED FROM THE ELIGIBLE LIST IF YOU REFUSE A JOB LOCATED IN AN AREA WHERE YOU CHECKED YOU WOULD ACCEPT EMPLOYMENT.

**WESTERN SLOPE**

___ ALMONT (1)
___ ARBOLES (5)
___ ASPEN (9)
___ BRECKENRIDGE (13)
___ CARBONDALE (17)
___ CEDAREDGE (21)
___ CORTEZ (25)
___ CRAIG (29)
___ DELTA (21)
___ DINOSAUR (33)
___ DOVE CREEK (37)
___ DURANGO (41)
___ EAGLE (45)
___ GLENWOOD SPRINGS (17)
___ GRAND JUNCTION (49)
___ GREEN MTN. RESERVOIR (53)
___ GUNNISON (1)
___ HOT SULPHUR SPRINGS (53)
___ KREMMLING (92)
___ LAKE CITY (57)
___ MEEKER (61)
___ MONTROSE (65)
___ OURAY (69)
___ PAGOSA SPRINGS (5)
___ PITKIN (1)
___ RIFLE (73)
___ SILVERTON (77)
___ STEAMBOAT SPRINGS (81)
___ TELLURIDE (83)
___ YAMPA (85)

**NORTHCENTRAL & EASTERN**

___ AKRON (2)
___ BURLINGTON (6)
___ CENTRAL CITY (10)
___ DRAKE (14)
___ ESTES PARK (18)
___ FORT COLLINS (22)
___ FORT MORGAN (26)
___ GEORGETOWN (30)
___ GREELEY (34)
___ HOLYOKE (38)
___ HUGO (42)
___ IDAHO SPRINGS (46)
___ IDALIA (50)
___ JULESBURG (54)
___ KIOWA (58)
___ LIMON (62)
___ LONGMONT (67)
___ LOVELAND (14)
___ RAMAH (62)
___ STERLING (66)
___ STONEHAM (70)
___ WALDEN (74)
___ WRAY (78)

SAMPLE

**SOUTH CENTRAL & EASTERN**

___ ALAMOSA (3)
___ BUENA VISTA (7)
___ CANON CITY (11)
___ CHEYENNE WELLS (15)
___ COLORADO SPRINGS (19)
___ CONEJOS (23)
___ CREEDE (27)
___ CRIPPLE CREEK (31)
___ DEL NORTE (35)
___ EADS (39)
___ FAIRPLAY (43)
___ FORT GARLAND (3)
___ LA JARA (3)
___ LA JUNTA (47)
___ LAMAR (51)
___ LAS ANIMAS (55)
___ LATHROP PARK (59)
___ LEADVILLE (63)
___ MONTE VISTA (69)
___ MONUMENT (71)
___ ORDWAY (75)
___ PUEBLO (79)
___ ROCKY FORD (47)
___ SAGUACHE (82)
___ SALIDA (84)
___ SAN LUIS (86)
___ SPRINGFIELD (87)
___ TRINIDAD (88)
___ WALSENBURG (59)
___ WESTCLIFFE (89)

**METRO–DENVER AREA**

**SUBURBAN AREAS**

___ ARVADA (4)
___ AURORA (8)
___ BOULDER (12)
___ BRIGHTON (16)
___ BROOMFIELD (20)
___ CASTLE ROCK (24)
___ CHERRY CREEK RESERVOIR (8)
___ COMMERCE CITY (28)
___ ENGLEWOOD (32)
___ GOLDEN (36)
___ GOLDEN GATE PARK (40)
___ LITTLETON (44)
___ NORTHGLENN (90)
___ THORNTON (48)
___ WHEATRIDGE (52)
___ YOUTH SERVICES - Mt. View (91)
3900 South Carr

**DENVER AREA**

| | |
|---|---|
| ___ DOWNTOWN (56) | Capitol Hill, Metro State & Denver C.C. |
| ___ EAST DENVER (60) | Health Department |
| ___ SOUTH CENTRAL (64) | Former Youth Center |
| ___ SOUTH EAST (68) | Hwy. Div. & Patrol; Surpl. Prop. |
| ___ SOUTH WEST (72) | Ft. Logan MHC |
| ___ NORTH CENTRAL (76) | Den. CC-No. Campus, Divs. Wildlife & Parks |
| ___ WEST DENVER (80) | Den. CC-Red Rocks Campus |

WHAT IS THE EARLIEST DATE YOU WILL BE AVAILABLE TO BEGIN WORK? _____

| WILL YOU ACCEPT | YES | NO | | YES | NO | LOWEST PAY YOU WILL ACCEPT | ARE YOU WILLING TO TRAVEL? |
|---|---|---|---|---|---|---|---|
| TEMPORARY WORK | | | SHIFT WORK | | | $ PER | ___NO ___SOME ___OFTEN |
| LESS THAN FULL TIME WORK | | | NIGHT WORK | | | | |

SPACE FOR DETAILED ANSWERS, INDICATE ITEM NUMBERS TO WHICH ANSWERS APPLY.

| ITEM NO. | |
|---|---|
| | |

# COLORADO STATE GOVERNMENT

## APPLICATION FOR OPEN COMPETITIVE EXAMINATION

| PRINT THIS INFORMATION | | DO NOT WRITE IN SPACE OUTLINED | | | | |
|---|---|---|---|---|---|---|
| 1A POSITION TITLE (JOB FOR WHICH YOU ARE APPLYING) | 1B OPTION | OK | R | ? | REASON | TECH. |
| | | | | | | |
| | | | | | | |
| | | | | | | |

2 NAME - Last, First, Middle Initial, Maiden or Previous

___MR.

___MS.

3 NO. AND STREET, R.D., OR POST OFFICE BOX NUMBER

4 CITY STATE ZIP CODE

5 TELEPHONE (Area Code & No.) HOME BUSINESS

6 DATE RESIDENCE IN COLO. BEGAN

| 7 BIRTH DATE & AGE | | | | 8 HEIGHT | | 9 WEIGHT | 10 SOCIAL SECURITY NO. |
|---|---|---|---|---|---|---|---|
| MONTH | DAY | YEAR | AGE | FT. | IN. | | |
| | | | | | | | |

APPT: DEPT. DATE

| TEST | R.S. | C.S. | W | W.S. |
|---|---|---|---|---|
| T & E | | | | |
| WRITTEN | | | | |
| PERF.— | | | | |
| PERF.— | | | | |
| ORAL | | | | |
| | | | | |

| | |
|---|---|
| EARNED SCORE | |
| VETS. PREF. | |
| FINAL SCORE | |
| RANK | |

11A EDUCATION (CIRCLE LAST GRADE COMPLETED) 6 7 8 / 9 10 11 12 / 13 14 15 16 / 17 18

11B NAME AND LOCATION (City & State) OF LAST HIGH SCHOOL ATTENDED

| DATES ATTENDED | |
|---|---|
| FROM | TO |
| | |

GED CERTIFICATE # _____

ISSUED BY _____

DATE

11C NAME & LOCATION OF COLLEGE OR UNIVERSITY (If you expect to earn a degree in next 3 months, give time you expect degree & circle.)

| DATES | | CREDITS COMPLETED | | MAJOR | MINOR | TYPE OF DEGREE | MO. & YR. OF DEGREE |
|---|---|---|---|---|---|---|---|
| FROM | TO | SEM. HRS. | QTR. HRS. | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

SAMPLE

11D OTHER SCHOOLS OR TRAINING (TRADE, VOCATIONAL, ARMED FORCES, OR BUSINESS). GIVE NAME AND LOCATION OF EACH SCHOOL, DATES ATTENDED, SUBJECTS STUDIED, CERTIFICATES, AND ANY OTHER PERTINENT DATA.

12 SPECIAL QUALIFICATIONS AND SKILLS (LICENSES; SKILLS WITH MACHINES; PATENTS OR INVENTIONS; PUBLICATIONS; PUBLIC SPEAKING; PROFESSIONAL OR SCIENTIFIC SOCIETIES; TYPING OR SHORTHAND SPEED; HONORS, AWARDS AND FELLOWSHIPS; FOREIGN LANGUAGES, ETC.)

13 LIST ANY RELATED VOLUNTEER WORK EXPERIENCE

ANSWER ITEMS 14 THROUGH 17 BY PLACING AN X IN PROPER COLUMNS. IF YOU ANSWER "YES" TO ANY OF THESE QUESTIONS, GIVE DETAILS ABOVE IN SPACE FOR DETAILED ANSWERS.

| | YES | NO |
|---|---|---|
| 14 A DO YOU HAVE A CURRENT DRIVER'S LICENSE? (GIVE NUMBER AND TYPE) | | |
| B HAS YOUR LICENSE EVER BEEN SUSPENDED OR REVOKED? (IF "YES", GIVE DATES AND STATE REASONS) | | |
| C LIST TRAFFIC VIOLATIONS OTHER THAN PARKING TICKETS. | | |
| 15 A HAVE YOU BEEN CONVICTED OF AN OFFENCE AGAINST THE LAW OR ARE YOU UNDER CHARGES FOR ANY OFFENCE AGAINST THE LAW? (Omit traffic violations and offenses adjudicated in juvenile court or under a youth offender law) | | |
| B WHILE IN THE MILITARY SERVICE WERE YOU EVER CONVICTED BY COURT MARTIAL? | | |
| 16 DO YOU HAVE ANY DISEASES OR DISABILITIES SUCH AS HEART DISEASE, A NERVOUS DISORDER, EPILEPSY, TUBERCULOSIS, DIABETES, A HEARING DEFECT OR OTHER HEALTH CONDITION WHICH MIGHT AFFECT YOUR PERFORMANCE IN THIS KIND OF WORK? | | |
| 17 IN THE LAST FIVE YEARS | | |
| A HAVE YOU HAD ANY HEALTH CONDITION WHICH REQUIRED YOU TO BE IN A HOSPITAL OR INSTITUTION, OR TO BE OFF WORK MORE THAN 10 CONSECUTIVE DAYS, OR TO BE UNDER CONTINUING TREATMENT? | | |
| B HAVE YOU HAD ANY TROUBLE WITH AN EMPLOYER BECAUSE OF DRINKING ALCOHOL OR USING DRUGS ON OR OFF THE JOB? | | |
| C HAVE YOU BEEN FIRED OR FORCED TO RESIGN FROM ANY JOB FOR ANY REASON? | | |

18 EXPERIENCE. MAY WE CONTACT YOUR PRESENT EMPLOYER REGARDING YOUR WORK & EMPLOYMENT? YES NO

START WITH YOUR PRESENT OR LAST JOB AND WORK BACK. IF YOU HELD DIFFERENT JOBS WHILE WITH ONE EMPLOYER **SHOW EACH JOB SEPARATELY**. IF MORE SPACE IS NEEDED, ATTACH ANOTHER PAGE SET UP IN THE SAME MANNER.

PRESENT OR LAST EMPLOYER _____ TEL. NO. _____
COMPLETE ADDRESS _____
YOUR TITLE _____
DUTIES:

REASON FOR LEAVING OR SEEKING EMPLOYMENT:

EMPLOYED
FROM _____
TO _____
LAST PAY PER _____
$ _____
HRS. PER WEEK _____
SUPERVISOR'S NAME
NO. & KIND OF EMPLOYEES YOU SUPERVISED:

SAMPLE

EMPLOYER _____ TEL. NO. _____
COMPLETE ADDRESS _____
YOUR TITLE _____
DUTIES:

REASON FOR LEAVING:

EMPLOYED
FROM _____
TO _____
LAST PAY PER _____
$ _____
HRS. PER WEEK _____
SUPERVISOR'S NAME
NO. & KIND OF EMPLOYEES YOU SUPERVISED:

EMPLOYER _____ TEL. NO. _____
COMPLETE ADDRESS _____
YOUR TITLE _____
DUTIES:

REASON FOR LEAVING:

EMPLOYED
FROM _____
TO _____
LAST PAY PER _____
$ _____
HRS. PER WEEK _____
SUPERVISOR'S NAME
NO. & KIND OF EMPLOYEES YOU SUPERVISED:

EMPLOYER _____ TEL. NO. _____
COMPLETE ADDRESS _____
YOUR TITLE _____
DUTIES:

REASON FOR LEAVING:

EMPLOYED
FROM _____
TO _____
LAST PAY PER _____
$ _____
HRS. PER WEEK _____
SUPERVISOR'S NAME
NO. & KIND OF EMPLOYEES YOU SUPERVISED:

19 HOW DID YOU LEARN OF THIS EXAMINATION?

20 REFERENCES. LIST THREE PERSONS WHO ARE NOT RELATED TO YOU AND WHO HAVE DEFINITE KNOWLEDGE OF YOUR QUALIFICATIONS AND FITNESS FOR THE POSITION FOR WHICH YOU ARE APPLYING. DO NOT REPEAT NAMES OF SUPERVISORS LISTED UNDER ITEM 18 EXPERIENCE

| FULL NAME | PRESENT BUSINESS OR HOME ADDRESS (Number, street, city, state, zip) | BUSINESS OR OCCUPATION |
|---|---|---|
| | | |
| | | |
| | | |

CERTIFICATION

I CERTIFY THAT ALL OF THE STATEMENTS MADE IN THIS APPLICATION ARE TRUE, COMPLETE, AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF, AND ARE MADE IN GOOD FAITH.

(SIGN IN INK)

SIGNATURE _____

DATE 22 26

IV. Reading and Writing of Resumés

Name _____ Birthdate _____

Address _____

_____

_____

Phone #

Education

_____

_____

_____

_____

Employment history

_____

_____

_____

_____

V. Correct Punctuation

A. Use short selections without punctuation. Punctuate material properly.

B. Use a GED preparation manual. Find the section on punctuation. Do the exercises.

VI. Writing of Letters

A. Write a business letter.

B. Write a personal letter.

VII. Make Complete Sentences

| Descriptor | Subject | Verb | Completer |
|---|---|---|---|
| Examples: | | | |
| The mysterious | letter | brought | good news. |
| An old | woman | was teaching | the child. |

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